Post-Secondary Success

December 13, 2018

Who's in the room?

- Name

- Title

- Organization

- **Share at your tables: What what the most important factor in your post-secondary decision?**

Mission & Vision

Mission (what we are about)

- o To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

Vision (how we get there)

- o Convene
- o Connect
- o Report

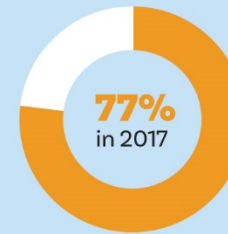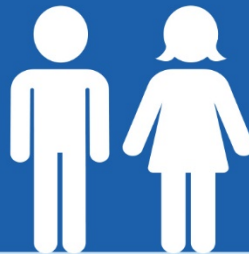Learn4Life

Who We Are

Five Core Counties

COBB

GWINNETT

FULTON

DEKALB

CLAYTON

K-12 Students

2016-2017
608,145

2010-2011
569,159

77% in 2017

Non-white
Change in Six Years, 2010-2017
50,000+

60% in 2017
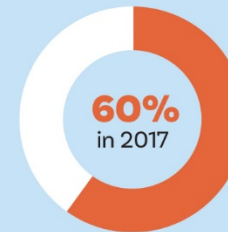
Low-Income
Change in Six Years, 2010-2017
39,000+

13% in 2017
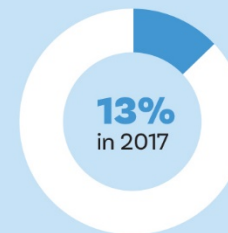
Limited English
Change in Six Years, 2010-2017
20,000+

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State of Education in Metro Atlanta

Kindergarten Readiness

20%

0-4 yr. olds attended high quality centers in 2016

3rd Grade Reading

40%

3rd graders were proficient in reading in 2014-2015

8th Grade Math Proficiency

38%

8th graders were proficient in math in 2014-2015

High School Graduation Rate

79%

Graduation rate in 2016

Post-Secondary Enrollment

79%

of 2014 graduates enrolled in a post-secondary institution

Post-Secondary Completion

26%

of 2011 graduates earned a credential or degree by 2016

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Community Indicators

PHASE 1

PHASE 1

PHASE 3

PHASE 2

PHASE 2

Kindergarten Readiness

1

3rd Grade Reading Proficiency

2

8th Grade Math Proficiency

3

High School Graduation

4

Post-Secondary Enrollment

5

Post-Secondary Completion

6

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Post Secondary Success Change Action Network

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Reviewing Our Process

Convene

Understand Local Context

Review Data

Analyze Factors

Identify Brightspots

Develop Action Plans

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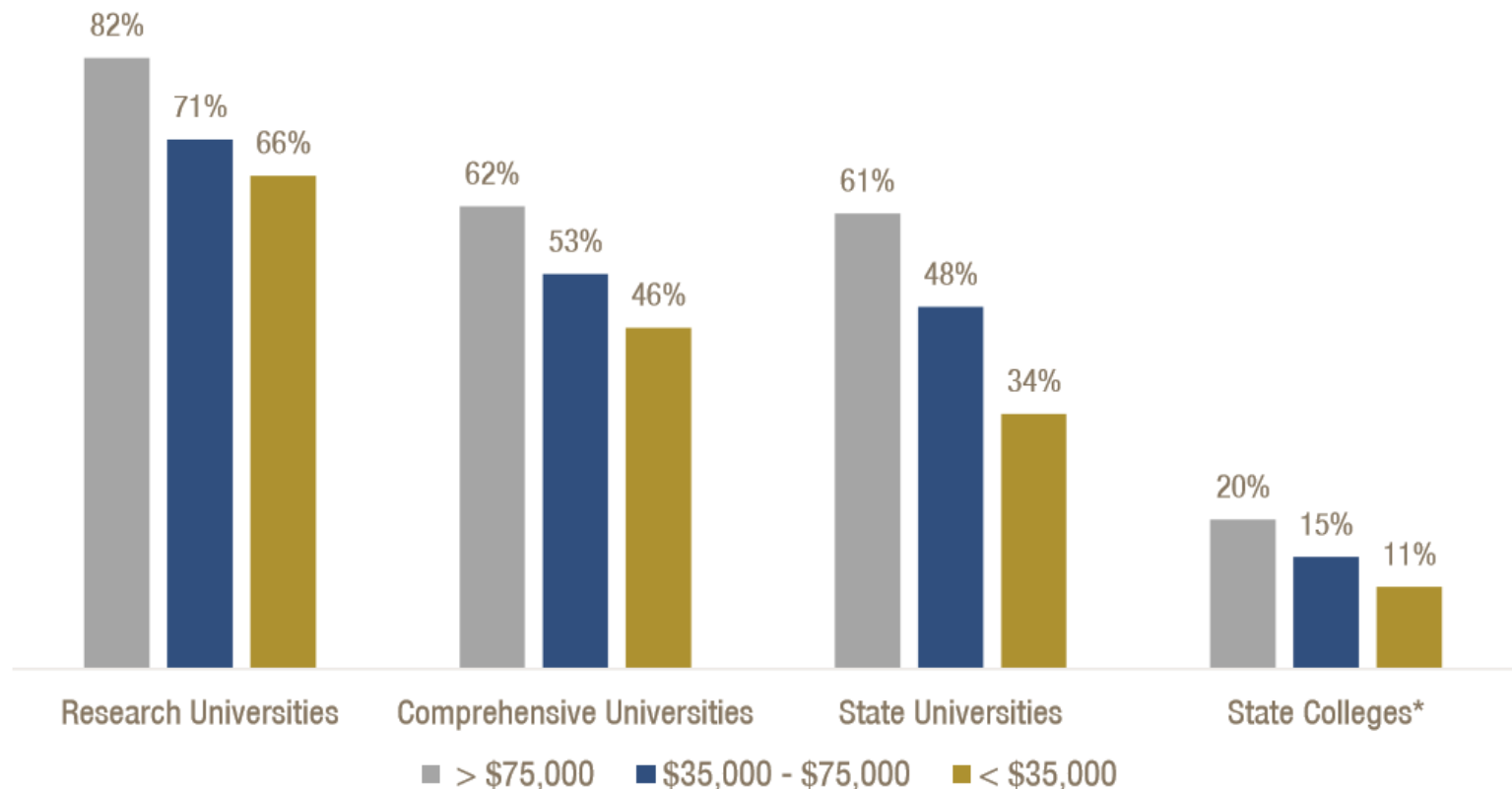# What is Post-Secondary Attainment in Metro Atlanta?

**26%** of the 2010 graduating class had earned a post-secondary degree or credential by 2015

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Low Income Students Face Barriers

Students in State Colleges and Low-income Students Face Highest Graduation Barriers

Note: All rates for first-time, full-time freshmen, six-year bachelors' graduation rates presented for students starting at research, comprehensive and state universities in 2010; three-year associate's degree rates for students starting at state colleges in 2013, not counting transfers; data not available for technical colleges; *state college figures do not include transfers to bachelor's programs

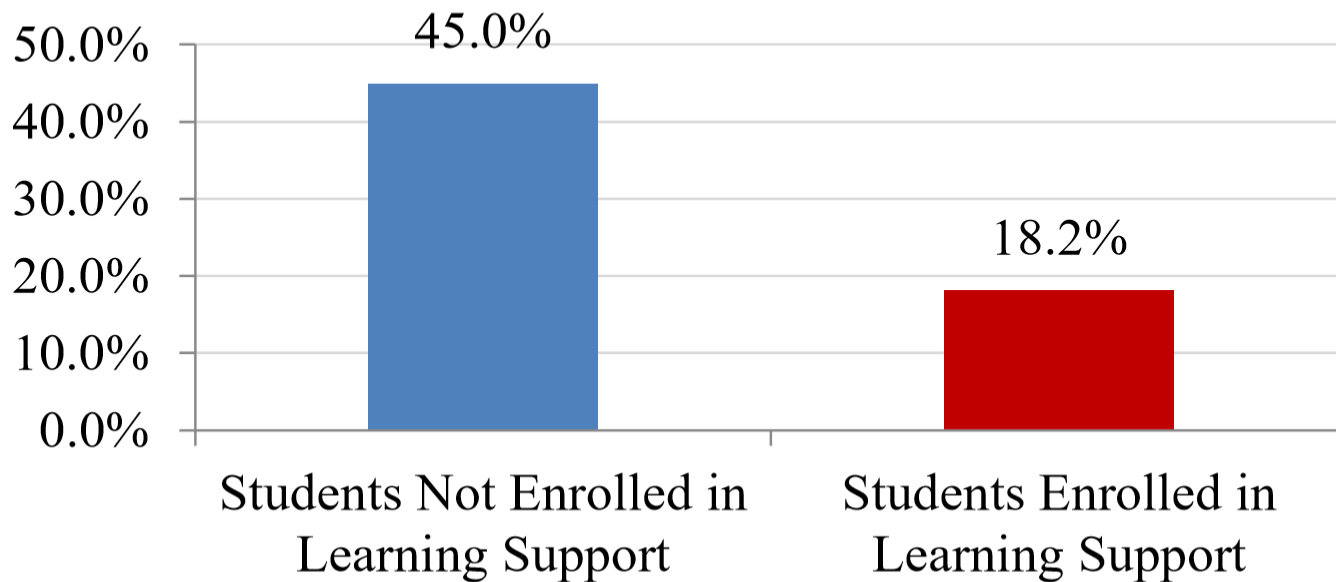# Students Requiring Remediation
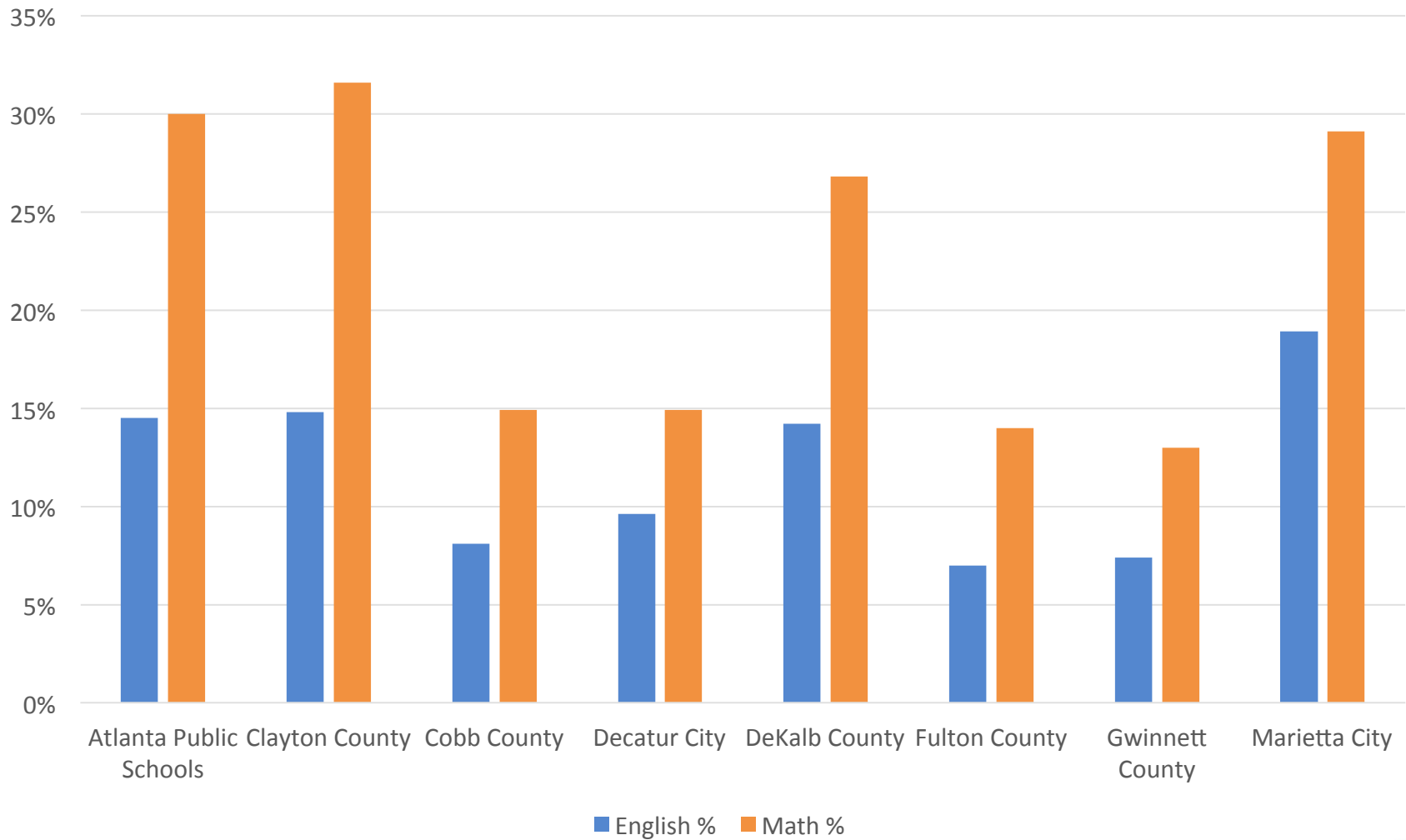
Source: The Governor's Office of Student Achievement

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Needing Remediation Limits Success

Degree Completion Rate

Source: High School Graduate Outcomes Report, GOSA 2016

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Post-Secondary Success Factors

Enrollment

Social Skills and Family Support	College-Going Culture	Academic Preparation
Exposure to Colleges	College Entrance Exams	College Applications
Financial Support (FAFSA)	Good Fit and Match	

Completion

Social and Academic Norms	College Enrollment	College Orientation
Academic Support	Financial Support	Appropriate Coursework
Career Exposure		

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PRIORITIZATION ACTIVITY

Ability to Influence (vertical axis, Low to High)

Impact (horizontal axis, Low to High)

- High Influence, Low Impact (top-left quadrant)
- High Influence, High Impact (top-right quadrant)
  - College-Going Culture
  - Financial Support (FAFSA)
  - Academic Preparation
- Low Influence, Low Impact (bottom-left quadrant)
- Low Influence, High Impact (bottom-right quadrant)

14
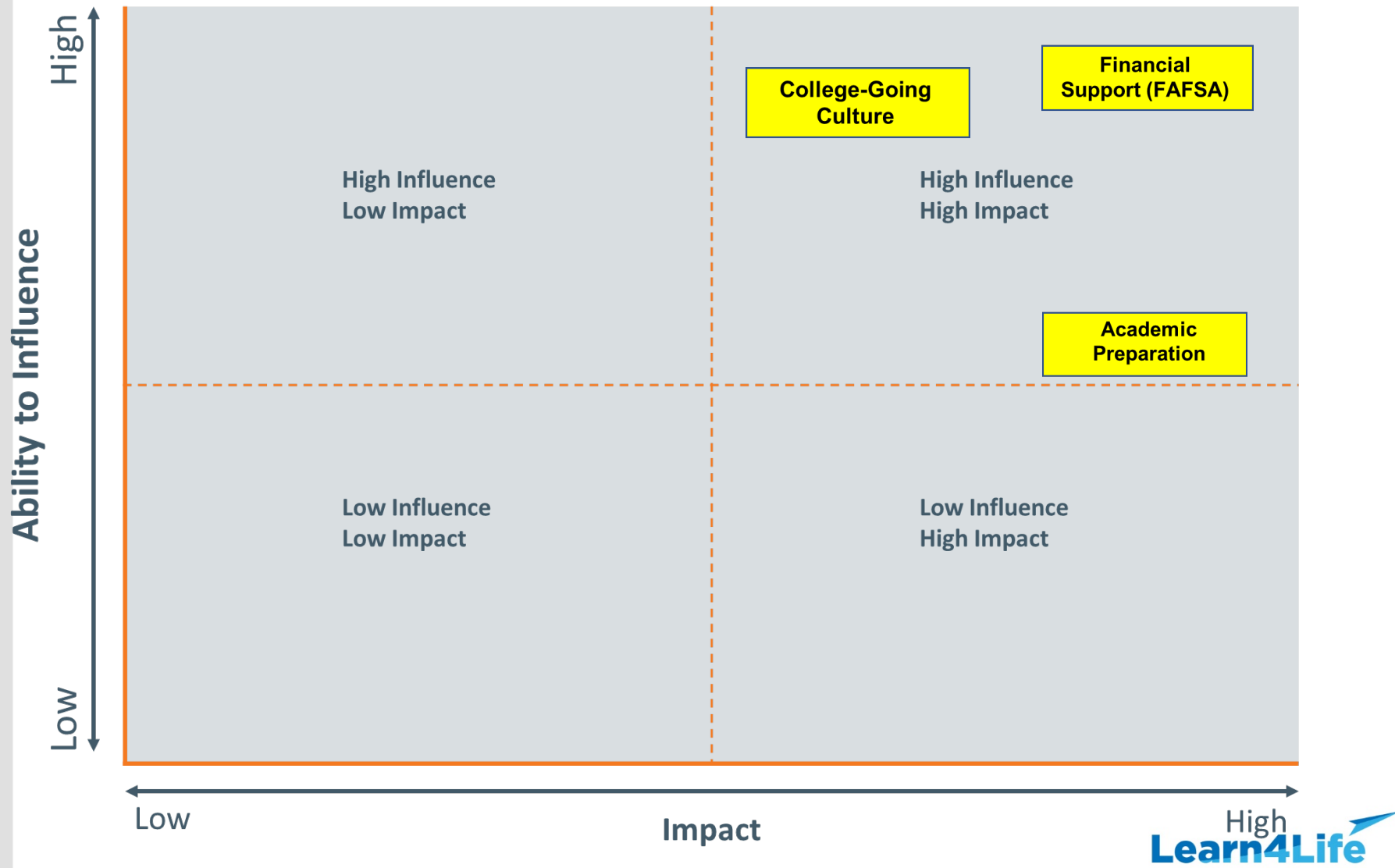
The Reason for Bright Spots…

- Prove that progress can be made

- Goal is a movement around successful practice, but it starts with Bright Spots

Learn4Life's Scaling Role

Inside Scope

- <u>Connect</u>: Lift up bright spots to key decision makers and partners

- <u>Convene</u>: Bring collective insight to scale bright spots

- <u>Report</u>: Share progress through data

Outside Scope

- Manage fundraising plan

- Project manage

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Convening to Scale Bright Spots

Convene

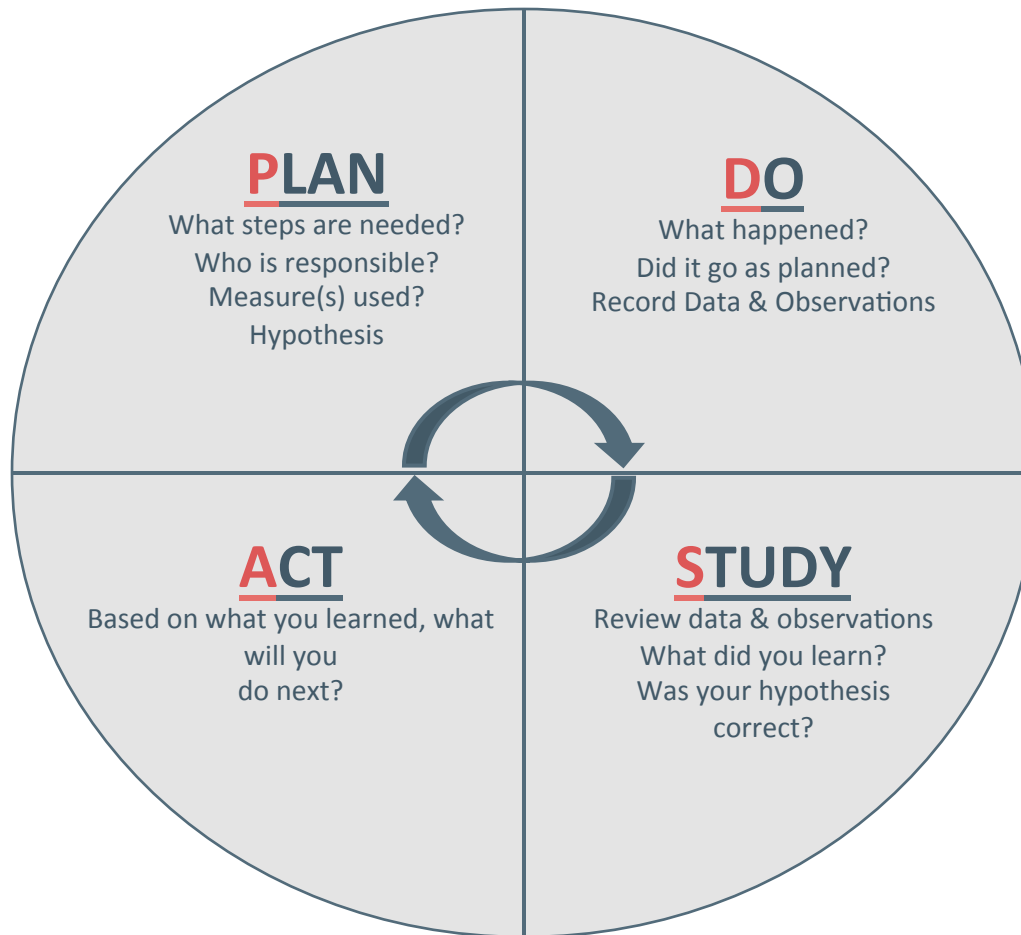**Understand Local Context**

Review Data

Analyze Factors

Identify Brightspots

Develop Action Plans

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PDSA is the Planning Tool to Support Scaling of Bright Spots

PLAN
What steps are needed?
Who is responsible?
Measure(s) used?
Hypothesis

DO
What happened?
Did it go as planned?
Record Data & Observations

ACT
Based on what you learned, what will you
do next?

STUDY
Review data & observations
What did you learn?
Was your hypothesis correct?

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Vast Majority of Interventions Need Some Adjustments

1) **Adapt:** Pretty good. It could be better if we make some adjustments and try again. (90% of PDSAs)

2) **Adopt:** Worked well. Let's try this on a larger scale and see if it still works. (9% of PDSAs)

3) **Abandon:** Total failure. Nothing to learn from this. Don't do this again!   (1% of PDSAs)

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Data Drives this Process

Data = Feedback

Quantitative Data

Feedback that can be expressed as a number.

Qualitative Data

Feedback that **cannot** be expressed as a number.

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Data Is Everywhere

Quantitative Data

Attendance rate

Test Scores

Demographics

Teacher self-assessment

Qualitative Data

Are other circumstances outside the classroom playing a factor in their results?

How connected do students feel?

How prepared does the teacher feel?

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Quantitative & Qualitative Data Work Together to Inform Progress

Quantitative data shows you where to start or focus your work.

Qualitative data allows you to uncover the root causes.

70% of students graduate from high school.

25% of 9th and 10th graders are chronically absent.

Student A: "No one at my school cares if I show up to class. No one notices."

Student B: "When I do show up, teachers and staff yell at me for not being at school – it makes me wonder, why do I even come?

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ACTIVITY: Commit to Your Own Adventure!

Goal: Continuous Improvement

- **Select the group most aligned with your experiences/role**

- **Purpose is to:**
    1. **Address the problem of practice**
    2. **Learn from each other**
    3. **Take learnings back to your org**

THE
SCHOLARSHIP ACADEMY

- Comprehensive scholarship preparatory program that teaches low-income, first generation college students to navigate the maze of financial aid in order to fund their college education.

- Students learn how to independently navigate the private scholarship market to increase the likelihood of graduation.

Updates
- Volunteer Engagement
- Earlier Student Engagement
- Financial Aid Assessment Tool

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- Credit-bearing, educator-led class providing academic, financial and socio-emotional support during students' junior and senior years of high school.

- Educator provides intensive, remote coaching support starting the summer after high school graduation through first day of sophomore year of college to support persistence and completion.

Problem of Practice: As OneGoal scales, how will we evaluate effectiveness in the 'full release' pilot?

- Places recent college graduates from partner universities as full-time college advisers in high school.

- Advisers collaborate with teachers and administrators to tie college-going into the life of a school.

- Advisers supplement, not replace, existing high school counseling staff.

Problem of Practice: How can CAC craft their messages to ensure their services are prioritized by schools and districts?

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Next Steps

Next Meeting Dates in this room from 12:30-2:00pm
- Thursday, February 21
- Thursday, April 11

Survey – Please Complete Now
- http://bit.ly/L4LPost-Sec

Follow us on Twitter: @L4LMetroAtlanta

Please complete our strategic planning survey! It is in your inboxes.

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